2022

AP® Research Presentation and Oral Defense

Scoring Guidelines

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Content Area	Performance Levels		
1: Research Design	The presentation states the research question/project goal **OR** method **OR** argument, conclusion or understanding. **1**	The presentation states the research question/project goal **AND** method **OR** argument, conclusion or understanding. **2**	The presentation states the research question/project goal **AND** method **AND** argument, conclusion or understanding. **3**
2: Establish Argument	The presentation or additional scholarly work presents a generalized or oversimplified conclusion. **2**	The presentation or additional scholarly work presents a logically organized argument and explains the connections between evidence and the conclusion. **4**	The presentation or additional scholarly work presents an argument that identifies and explains the consequences and/or implications made in the conclusion. **6**
3: Reflect	The presentation states simplistic or overgeneralized connections between their initial assumption or hypothesis and the student's personal conclusion(s). **1**	The presentation describes evidence that affirmed or refuted the student's initial assumption or hypothesis. **2**	The presentation explains how steps in the research process led to the development of the student's personal conclusion(s). **3**
4: Engage Audience	The design, delivery or performance techniques (e.g., eye contact, vocal variety, emphatic gestures, movement) hampers effective communication **AND/OR** severely limit the presentation's impact. **2**	The delivery of performance techniques (e.g., eye contact, vocal variety, emphatic gestures, movement) does not detract from the communication of the argument. **4**	A careful selection, for a targeted audience, of design, delivery or performance techniques (e.g., eye contact, vocal variety, emphatic gestures, movement), coupled with a dynamic execution of those techniques, enhances the communication of the argument. **6**
5: Establish Argument (*Research/Inquiry Process Defense Question*)	The oral defense identifies the inquiry choice in response to the question posed, but the explanation of the choice is superficial or illogical. **1**	The oral defense provides a rationale by logically explaining why the choices made during the inquiry process were appropriate. **2**	
6: Establish Argument (*Depth of Understanding Question*)	The oral defense provides a simplistic response to the question posed with few, if any, details that would illuminate the new understanding. **1**	The oral defense provides specific details to address the question posed and describes the relationship of those details to the new understanding. **2**	
7: Reflect (*Reflection Throughout the Inquiry Process Defense Question*)	The oral defense makes a connection to personal learning in the context of the inquiry superficially, but does not necessarily answer the question posed. **1**	The oral defense provides an explanation of how the project or process, in the context of the question posed, is significant for the student's own understanding, self-awareness, or personal learning. **2**	

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NOTE: To receive the highest performance level presumes that the student also achieved the preceding performance levels in that row.

ADDITIONAL SCORES: In addition to the scores represented on the rubric, teachers can also assign scores of **0** (zero).
- A score of **0** is assigned to a single row of the rubric when the presentation displays a below-minimum level of quality as identified in that row of the rubric.
- A score of **0** is assigned to row 5, 6, or 7 of the rubric when the response is off-topic.

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